



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 10881286
SAU: Lewiston School Department
School: Governor James B Longley Elem

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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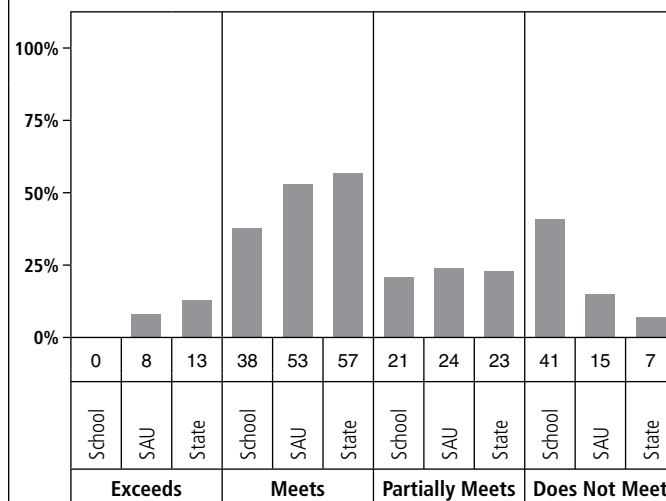
SUMMARY OF SCORES

Test Date: March 2008
 Grade: 6
 SAU: Lewiston School Department
 School: Governor James B Longley Elem

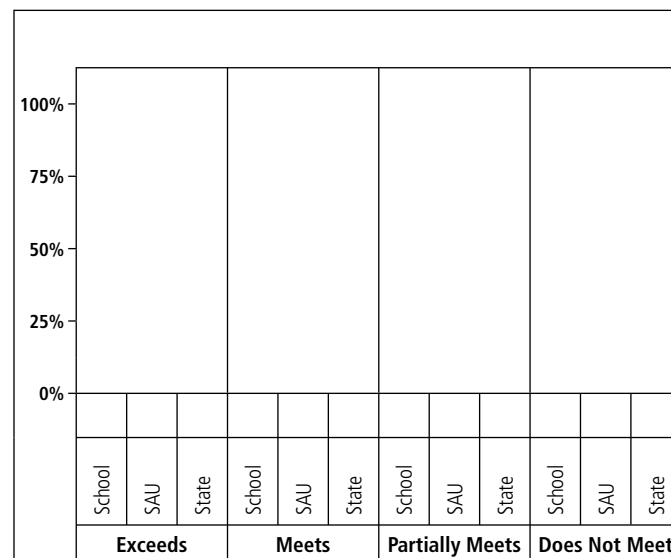
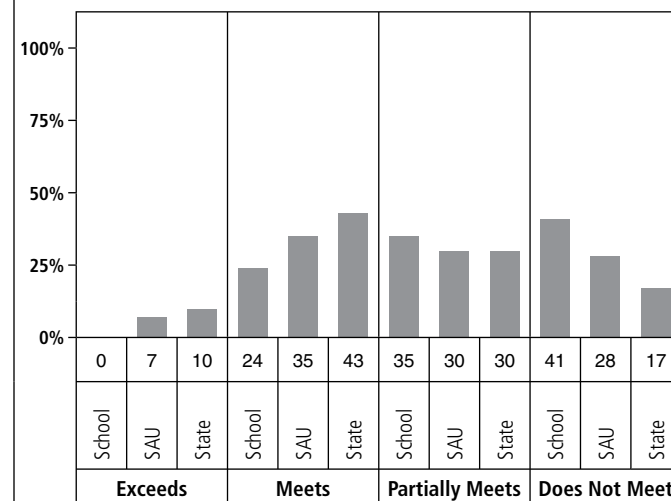
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	634	641	644
2006–2007	636	641	646
2007–2008	634	643	648
Cum. Avg. *	635	642	646
Mathematics			
2005–2006	623	636	641
2006–2007	627	638	643
2007–2008	627	636	642
Cum. Avg. *	626	637	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 6
SAU: Lewiston School Department
School: Governor James B Longley Elem

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	34	100	346	100	14365	100	34	100	342	99	14266	99	34	100	342	99	14268	99												
Ethnicity African American/Black	18	53	68	20	418	3	18	100	67	99	407	97	18	100	67	99	413	99												
American Indian or Native Alaskan	0	0	3	1	111	1	0	0	3	100	110	99	0	0	3	100	110	99												
Asian or Pacific Islander	0	0	6	2	249	2	0	0	6	100	249	100	0	0	6	100	248	100												
Hispanic	1	3	10	3	149	1	1	100	10	100	147	99	1	100	10	100	147	99												
Caucasian/White	15	44	259	75	13438	94	15	100	256	100	13353	100	15	100	256	100	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	5	15	78	23	2518	18	5	100	75	99	2479	99	5	100	75	99	2479	99												
Current LEP	14	41	54	16	349	2	14	100	53	98	339	97	14	100	53	98	344	99												
Economically disadvantaged	31	91	192	55	5335	37	31	100	188	99	5277	99	31	100	189	99	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	14	41	232	67	11613	81	14	41	232	67	11626	81												
Identified disability (PET/IEP)	0	0	9	4	373	3	0	0	9	4	373	3												
LEP	1	7	19	8	187	2	1	7	19	8	187	2												
504 plan	0	0	0	0	149	1	0	0	0	0	150	1												
Participation with accommodations	20	59	105	30	2451	17	20	59	106	31	2446	17												
Identified disability (PET/IEP)	5	25	62	59	1909	78	5	25	62	58	1910	78												
LEP	13	65	33	31	142	6	13	65	34	32	152	6												
504 plan	1	5	3	3	85	3	1	5	3	3	84	3												
Other	3	15	10	10	350	14	3	15	10	9	335	14												
Participation through alternate assessment (PAAP)	0	0	4	1	197	1	0	0	4	1	196	1												
Identified disability (PET/IEP)	0	0	4	100	197	100	0	0	4	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	1	0	5	0																		
Approved non-participation – special consideration	0	0	2	1	24	0	0	0	2	1	24	0												
Non-participation – other	0	0	2	1	75	1	0	0	2	1	73	1												

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	6
SAU:	Lewiston School Department
School:	Governor James B Longley Elem

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	2	7	23	6	1176	8
	2006-2007	0	0	11	3	1132	8
	2007-2008	0	0	26	8	1817	13
	Cum. Total*	2	2	60	6	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	8	30	161	45	7612	51
	2006-2007	10	38	172	48	8127	57
	2007-2008	13	38	177	53	8072	57
	Cum. Total*	31	36	510	49	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	5	19	92	26	4080	27
	2006-2007	10	38	116	32	3549	25
	2007-2008	7	21	82	24	3194	23
	Cum. Total*	22	25	290	28	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	12	44	79	22	2005	13
	2006-2007	6	23	58	16	1478	10
	2007-2008	14	41	52	15	981	7
	Cum. Total*	32	37	189	18	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	23.3	41.6	29.4	52.5	32.7	58.4
Literary Text	28	50	11.4	40.7	14.4	51.4	16.3	58.2
Informational Text	28	50	11.9	42.5	15.0	53.6	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Lewiston School Department
 School: Governor James B Longley Elem

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	34	0	0	13	38	7	21	14	41	634	337	8	53	24	15	643	14064	13	57	23	7	648
Ethnicity																						
African American/Black	18	0	0	4	22	1	6	13	72	627	66	2	36	18	44	633	399	7	47	28	17	642
American Indian or Native Alaskan	0										3						108	4	54	32	10	643
Asian or Pacific Islander	0										6	17	67	17	0	652	247	16	60	20	4	650
Hispanic	1										10	10	20	70	0	640	145	8	45	34	14	643
Caucasian/White	15	0	0	9	60	5	33	1	7	643	252	9	58	24	9	646	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	3	60	0	0	642	71	0	31	44	25	636	2282	2	29	42	27	636
No	29	0	0	11	38	4	14	14	48	633	266	10	58	19	13	645	11782	15	63	19	3	650
Current LEP																						
Yes	14	0	0	1	7	1	7	12	86	621	52	2	27	19	52	630	329	4	44	30	22	640
No	20	0	0	12	60	6	30	2	10	643	285	9	57	25	9	645	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	31	0	0	12	39	7	23	12	39	635	185	5	46	28	21	640	5153	6	51	31	12	643
No	3										152	11	61	20	9	647	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	34	0	0	13	38	7	21	14	41	634	337	8	53	24	15	643	14057	13	57	23	7	648
Gender																						
Female	16	0	0	8	50	0	0	8	50	634	167	12	57	16	15	645	6967	16	59	20	5	650
Male	18	0	0	5	28	7	39	6	33	635	170	4	48	32	16	641	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	3	18	5	29	9	53	628	80	0	40	33	28	636	1186	6	41	42	11	642
No	17	0	0	10	59	2	12	5	29	640	257	10	56	22	12	645	12878	14	59	21	7	648
Gifted/talented program																						
Yes	0										6	33	67	0	0	658	557	50	48	2	0	661
No	34	0	0	13	38	7	21	14	41	634	331	7	52	25	16	643	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: Lewiston School Department
 School: Governor James B Longley Elem

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	9 47 32 12	0 0 0 0	0 0 0 0	2 6 4 1	67 38 36 25	0 5 2 0	0 31 18 0	1 5 5 3	33 31 45 75	639 638 632 623	3 56 36 5	0 9 7 0	55 55 52 31	9 25 26 13	36 11 15 56	636 645 643 629	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	56 35 9 0	0 0 0 0	0 0 0 0	10 3 0 0	53 25 0 0	6 1 0 0	32 8 0 0	3 8 3 0	16 67 100 0	642 627 614 0	42 46 9 2	13 5 0 0	56 56 27 13	21 26 40 0	10 13 33 88	647 643 633 619	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	26 56 18 0	0 0 0 0	0 0 0 0	2 7 4 0	22 37 67 0	0 6 1 0	0 32 17 0	7 6 1 0	78 32 17 0	629 633 644 0	28 52 17 3	17 6 0 0	61 54 36 44	8 28 40 22	14 12 24 33	648 643 638 634	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	15 74 12	0 0 0	0 0 0	0 13 0	0 52 0	1 6 0	20 24 0	4 6 4	80 24 100	623 639 619	18 69 13	0 10 9	35 60 42	33 22 18	32 8 31	636 646 639	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	24 65 12	0 0 0	0 0 0	2 9 2	25 41 50	1 6 0	13 27 0	5 7 2	63 32 50	624 637 640	18 56 26	0 8 14	36 58 55	31 23 23	34 12 9	633 645 646	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	52 42 6	0 0 0	0 0 0	9 4 0	53 29 0	2 4 0	12 29 0	6 6 2	35 43 100	641 631 600	51 46 3	7 9 9	51 57 27	25 23 18	17 11 45	642 645 630	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	26 41 18 15	0 0 0 0	0 0 0 0	2 6 1 4	22 43 17 80	2 2 3 0	22 14 50 0	5 6 2 1	56 43 33 20	632 634 632 642	21 59 10 9	6 10 9 0	57 56 41 34	19 24 35 28	18 11 15 38	642 645 641 633	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
Optional school/SAU question A. B. C. D.	0 0 0 0										25 33 17 25	33 0 0 0	0 75 0 33	0 0 0 33	67 25 100 33	632 632 624 633						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: Lewiston School Department
School: Governor James B Longley Elem

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	2	7	31	9	1463	10
	2006-2007	1	3	31	9	2092	15
	2007-2008	0	0	22	7	1474	10
	Cum. Total*	3	3	84	8	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	3	11	136	38	5914	40
	2006-2007	7	23	132	37	5731	40
	2007-2008	8	24	118	35	6008	43
	Cum. Total*	18	20	386	36	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	6	22	84	23	4494	30
	2006-2007	7	23	110	30	4175	29
	2007-2008	12	35	102	30	4244	30
	Cum. Total*	25	27	296	28	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	16	59	110	30	3014	20
	2006-2007	15	50	88	24	2308	16
	2007-2008	14	41	96	28	2346	17
	Cum. Total*	45	49	294	28	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	5.7	30.0	8.5	44.7	9.6	50.5
Cluster 2: Shape and Size	15	27	5.1	34.0	6.5	43.3	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.2	45.7	3.9	55.7	4.2	60.0
Cluster 4: Patterns	15	27	5.7	38.0	6.8	45.3	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Lewiston School Department
 School: Governor James B Longley Elem

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	34	0	0	8	24	12	35	14	41	627	338	7	35	30	28	636	14072	10	43	30	17	642
Ethnicity																						
African American/Black	18	0	0	2	11	4	22	12	67	620	67	4	12	25	58	623	409	4	26	35	35	632
American Indian or Native Alaskan	0										3						108	6	26	39	29	635
Asian or Pacific Islander	0										6	0	67	17	17	644	247	13	50	25	13	646
Hispanic	1										10	10	30	30	30	635	145	9	32	34	25	638
Caucasian/White	15	0	0	5	33	8	53	2	13	636	252	7	41	32	20	640	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	2	40	2	40	1	20	637	71	0	15	28	56	624	2283	2	18	31	49	627
No	29	0	0	6	21	10	34	13	45	626	267	8	40	31	21	639	11789	12	48	30	10	645
Current LEP																						
Yes	14	0	0	0	0	2	14	12	86	613	53	2	9	25	64	619	339	5	22	32	41	631
No	20	0	0	8	40	10	50	2	10	637	285	7	40	31	22	640	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	31	0	0	7	23	12	39	12	39	629	186	4	28	32	37	632	5160	4	34	36	26	636
No	3										152	10	43	28	18	642	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	34	0	0	8	24	12	35	14	41	627	338	7	35	30	28	636	14065	10	43	30	17	642
Gender																						
Female	16	0	0	3	19	5	31	8	50	625	167	8	34	29	29	637	6974	10	43	31	16	642
Male	18	0	0	5	28	7	39	6	33	630	171	5	36	31	28	636	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	17	0	0	2	12	7	41	8	47	625	81	0	19	47	35	629	1192	4	23	43	30	634
No	17	0	0	6	35	5	29	6	35	630	257	9	40	25	26	639	12880	11	44	29	15	643
Gifted/talented program																						
Yes	0										6	100	0	0	0	669	557	53	42	4	0	663
No	34	0	0	8	24	12	35	14	41	627	332	5	36	31	29	636	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: Lewiston School Department
 School: Governor James B Longley Elem

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	2	67	0	0	1	33	635	3	18	27	9	45	632	6	6	33	31	31	635
B. less than one hour	47	0	0	3	19	8	50	5	31	630	56	9	35	30	26	639	56	11	43	30	16	643
C. one to two hours	32	0	0	2	18	4	36	5	45	626	36	2	37	34	26	636	34	11	45	30	14	644
D. more than two hours	12	0	0	1	25	0	0	3	75	613	5	0	19	19	63	617	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	29	0	0	3	30	3	30	4	40	632	38	9	37	31	23	640	45	14	47	28	11	646
B. They match some of what I have learned.	65	0	0	5	23	9	41	8	36	627	49	5	38	31	26	637	43	8	43	33	17	641
C. They match just a little of what I have learned.	6	0	0	0	0	0	0	2	100	608	9	3	24	31	41	628	9	6	30	33	32	635
D. There is no match.	0										4	0	7	13	80	611	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	41	0	0	3	21	6	43	5	36	628	32	16	41	22	21	642	29	24	51	17	8	651
B. good	50	0	0	4	24	5	29	8	47	627	43	3	35	32	29	635	48	6	45	33	16	641
C. fair	6	0	0	0	0	1	50	1	50	615	21	0	30	39	31	633	19	1	29	42	28	634
D. poor	3	0	0	1	100	0	0	0	0	648	4	0	15	15	69	619	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	29	0	0	1	10	1	10	8	80	614	30	6	28	25	42	632	24	5	38	33	24	638
B. about the same as my regular schoolwork	62	0	0	6	29	9	43	6	29	632	60	7	40	33	22	639	62	9	45	31	14	643
C. easier than my regular schoolwork	9	0	0	1	33	2	67	0	0	637	10	9	33	33	24	637	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	65	0	0	5	23	9	41	8	36	629	57	5	33	32	30	635	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	35	0	0	3	25	3	25	6	50	625	41	8	39	29	24	639	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	0										3	11	11	11	67	623	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	24	0	0	1	13	5	63	2	25	631	16	4	11	39	46	626	17	8	39	30	22	639
B. two or three days a week	35	0	0	4	33	3	25	5	42	625	28	6	36	31	26	637	34	11	44	31	14	643
C. two or three times each month	29	0	0	1	10	3	30	6	60	624	30	5	39	27	29	637	31	12	44	29	15	644
D. never or almost never	12	0	0	2	50	1	25	1	25	636	26	10	43	27	19	641	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	3	0	0	0	0	0	0	1	100	600	7	8	16	32	44	630	11	11	37	29	23	641
B. two or three days a week	29	0	0	0	0	4	40	6	60	617	23	6	31	30	32	635	32	11	44	30	15	643
C. two or three times each month	29	0	0	5	50	1	10	4	40	632	32	5	45	29	21	638	32	11	45	30	15	643
D. never or almost never	38	0	0	3	23	7	54	3	23	633	38	8	32	31	29	637	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										9	3	14	38	45	629	7	6	29	33	32	635
B. 30–45 minutes	18	0	0	1	17	3	50	2	33	628	31	5	31	32	33	634	37	8	39	34	20	640
C. 45–60 minutes	15	0	0	1	20	2	40	2	40	628	40	9	47	27	17	642	42	13	47	28	12	645
D. more than 60 minutes	68	0	0	6	26	7	30	10	43	627	21	6	28	30	36	633	15	12	46	27	15	644
Optional school/SAU question																						
A.	0										25	0	33	0	67	617						
B.	0										33	0	25	50	25	631						
C.	0										17	0	0	0	100	600						
D.	0										25	0	33	0	67	623						